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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with the following topics: adolescent reading preferences for type of theme and sex of protagonist; empirical studies in response to literature; bibliographic control of American literature from 1920 to 1975; the depiction of American Indians in recent children's literature; images of women in the leisure reading choices of young people; instruments for assessing children's reading interests; Philip Larkin's poetry; an English literature survey; training teacher assistants to use Black literature for children; storytelling; an interdisciplinary curriculum design; Appalachian literature; children's response to metaphor in poetry; primary pupils' book handling skills and storytelling abilities; the initial teaching alphabet; and children's responses to three styles of art used to illustrate fairy tales. (FL)

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Abstracts of the following dissertations are included in this collection:

Beyard-Tyler, Karen
ADOLESCENT READING PREFERENCES FOR TYPE OF THEME AND SEX OF PROTAGONIST

Bille, Finn
LITERARY EXPERIENCE: A THEORETICAL EXAMINATION OF EMPIRICAL STUDIES IN RESPONSE TO LITERATURE

Brenni, Vito Joseph
THE BIBLIOGRAPHIC CONTROL OF AMERICAN LITERATURE 1920-1975

Brown, Richard William
CHARACTERISTICS AND CONCEPTS OF AMERICAN INDIANS IN CHILDREN'S FICTIONAL LITERATURE PUBLISHED BETWEEN 1963 and 1973

Hearn, Pamela Hindman
IMAGES OF WOMEN IN THE LEISURE READING CHOICES OF YOUNG PEOPLE

Joels, Agnes Rose Webb
ASSESSING CHILDREN'S READING INTERESTS: A METHODOLOGICAL STUDY OF THE RELIABILITY AND COMPARABILITY OF INSTRUMENTS WITH DIFFERING RESPONSE FORMATS

Kelly, Philip Hogan
PHILIP LARKIN'S POETRY: AN ANALYSIS AND A CURRICULUM

Kunkel, Glenn Everett
A RATIONALE AND COURSE DESIGN FOR THE ENGLISH LITERATURE SURVEY: BEOWULF TO THE MID-EIGHTEENTH CENTURY

Lanier, Patricia Ray
A MODULE TO TRAIN TEACHER ASSISTANTS TO USE BLACK LITERATURE FOR CHILDREN

Levitt, Andrew
STORYTELLING AMONG SCHOOLCHILDREN: A FOLKLORISTIC INTERPRETATION

Mutchler, Bessie Ione
TWENTIETH CENTURY AMERICAN PAINTING COORDINATED WITH THE STUDY OF POETRY AND DRAMA: AN INNOVATIVE CURRICULUM FOR THE SECONDARY SCHOOL LEVEL

Plumley, William Crawford
A WORKING MODEL FOR A COURSE IN APPALACHIAN LITERATURE FOR STUDENTS IN HIGH SCHOOL OR THE FIRST TWO YEARS OF COLLEGE

Redmond, Sister Ann
CHILDREN'S RESPONSE TO METAPHOR IN POETRY

Roy, Peggy Anderson
A DETERMINATION OF SELECTED PRIMARY PUPILS' BOOK HANDLING SKILLS AND ABILITY TO TELL A SEQUENTIAL STORY USING PICTURES IN STORYBOOK FORM

Schoolfield, Walter Roy
A STUDY TO INVESTIGATE POSSIBLE SUPERIOR LONG-LASTING EFFECTS OF THE INITIAL TEACHING ALPHABET AS THE INITIAL ENTRY APPROACH TO READING INSTRUCTION

Storey, Denise Carol
A STUDY OF FIFTH GRADERS' VERBAL RESPONSES TO SELECTED ILLUSTRATIONS IN CHILDREN'S BOOKS BEFORE AND AFTER A GUIDED STUDY OF THREE STYLES OF ART USED TO ILLUSTRATE FAIRY TALES

ADOLESCENT READING PREFERENCES FOR TYPE OF THEME AND SEX OF PROTAGONIST Order No. 7815227

BEYARD-TYLER, Karen, Ph.D. Arizona State University, 1978. 92pp.

The present research consisted of a study of adolescent preferences for type of theme in reading materials and a second, separate study of preferences for sex of protagonist. The theme preference study was designed to determine whether adolescents prefer stories with positive, problem-solution themes or stories with no-solution, or negative, themes. The sex preference study was designed to determine whether adolescents prefer stories with female protagonists or stories with male protagonists. Preferences associated with sex of subject and grade level (Grades 7, 9, and 11) were also investigated. Analyses were conducted to determine whether preferences of subjects designated by teachers as best readers differed from those of other adolescents.

The 576 subjects in the theme preference study were balanced by sex and grade level (96 males and 96 females per grade) across two school districts. Materials for assessing preferences were developed using story synopses adapted from popular adolescent novels. On each of four items, subjects chose between two alternate synopsis endings, one representative of a positive theme and one representative of a negative theme.

Subjects showed strong preferences ($p < .001$) for positive synopsis endings over negative endings. A 3 x 2 x 2 analysis of variance revealed no significant effects for grade level, sex, or school district. The preferences of best readers were similar to those of all other readers.

The 576 subjects in the sex preference study were also balanced by sex and grade level across the same two school districts. Materials consisted of two pairs of story synopses. One synopsis in each pair had a female protagonist and one had a male protagonist. Thus, subjects were asked to choose the preferred synopsis from a pair which varied only on sex of protagonist.

Among all subjects, there was no significant difference in preference for synopses with male protagonists or synopses with female protagonists. However, a 3 x 2 x 2 analysis of variance revealed significant effects related to sex of reader, grade level, and school district. The significant effect for sex ($p < .0001$) reflected a strong overall preference for same-sex characters -- male subjects preferred male protagonists and female subjects preferred female protagonists. However, preference for female protagonists decreased significantly across all subjects as grade level increased, with both males and females showing a declining preference for synopses with female protagonists.

The results indicate several factors that should be considered in preparing reading materials for adolescents. Stories in which adolescents are successful in solving problems are likely to have greater appeal than stories in which adolescents fail, while stories with male protagonists are likely to increase in appeal among both sexes as grade level increases. It seems appropriate in preparing reading materials to accommodate the preferences of adolescents for positive themes, but for socialization purposes, it seems less desirable to accommodate declining preferences for female protagonists. The latter preferences may be related to traditional sex-role expectations. It is possible that stories which expand the variety of roles for both sexes may assist in breaking down sex-role standards that are non-functional and often undesirable.

LITERARY EXPERIENCE: A THEORETICAL EXAMINATION OF EMPIRICAL STUDIES IN RESPONSE TO LITERATURE Order No. 7813489

BILLE, Finn, Ph.D. Georgia State University – College of Arts and Sciences, 1978. 334pp.

The purpose of this dissertation is to discover empirically supported generalizations concerning the literary experience and their relations to literary theory and criticism. To accomplish this, the place of literary experience in established literary theory is defined, and empirical studies in response to literature are examined. These studies include descriptive rather than didactic research and exclude physiological, psychoanalytical, and linguistic studies as well as studies of children's responses. Dealing primarily with complete texts and complex responses, the included studies range from early efforts such as I. A. Richards' Practical Criticism of 1929 to studies of the 1960's and the early 1970's, including the work of Gunnar Hansson. Placed within the framework of literary and psychological theory, the studies are treated in groups of general studies and studies dealing with perception and cognition of literature, imagery, textual variables in reader response, sequential patterns of literary experiences, individual differences of readers, and extra-textual influences. These studies are described, analyzed, and evaluated from a literary point of view with special attention to their literary assumptions and implications, experimental design, and techniques such as introspection, Semantic Differential scales, and content analysis. The most important invalidating faults of these studies are prescriptive biases and inadequate attention to theory, experimental design, and to earlier research. Because of these problems, the results do not allow confident inferences about the psychological experience of literature. However, they do show that statements of literary criticism implicating the reader's response may be supported or falsified by empirical evidence. These results also allow the formulation of the general hypotheses of Idiosyncrasy of literary experience, of Congruence between elements of the experience, of Cognitive Styles of readers, and of the reader's typical Sequential Exploration of his experience. Intensified interdisciplinary research and international cooperation are recommended to test these and other hypotheses. Finally, implications for an experiential literary criticism are sketched.

THE BIBLIOGRAPHIC CONTROL OF AMERICAN LITERATURE 1920–1975 Order No. 7815100

BRENNI, Vito Joseph, Ph.D. Michigan State University, 1978. 213pp.

The essay traces the growth and development of the bibliographic control of American belles-lettres from 1920 through 1975. As such, it examines the many bibliographic studies which list and/or describe the novels, short stories, poems, and plays. The bibliographic studies, which consist of bibliographies, bibliographic essays, collections, and anthologies, identify a great many belles-lettres titles published in the United States between the 17th century through the early years of the 1970's.

The dissertation is divided into three periods: 1920–1939, 1940–59, and 1960–1975. The discussion in each period begins with national bibliographies in fiction, poetry, and drama and continues with bibliographic studies on the regional, state, and local level. Bibliographies of humor and author bibliographies follow in that order.

The well-known comprehensive bibliographies in American literature, namely, those in the Cambridge History of American Literature, the bibliography volumes of the Literary History of the United States, and the Bibliography of American Literature (1954 to date) are landmarks in the annals of American bibliography. The bibliographies of fiction by Lyle Wright and R. Glenn Wright are also outstanding achievements. The Brown University Dictionary Catalog of American Poetry and Plays (13 vols. 1972), Arthur H. Quinn's lists of plays in his histories of American drama (1923, 1927, and revisions), and the Oxford Companion to American Literature (1941 and revisions) are other noteworthy titles that go far in preserving the identity of the American literary imagination.

The four major regions of the country have done some good bibliographic work. Jay B. Hubbell's The South in American Literature 1607–1900 (1954), Mabel Major and Thomas Pearce's Southwest Heritage (3d ed. 1972), and John S. Hartin's dissertation "The Southeastern United States in the Novel through 1950" (University of Michigan, 1957) are valuable for bibliographic information and for literary history.

Many states have described their literature in bibliographies and bibliographic essays. Kentucky, North Carolina, Iowa, Indiana, Missouri, California, Ohio, Michigan, and Maryland are among the states which have done significant bibliographic work. To cite Richard Banta's Indiana Authors and Their Books 1916–1916, Donald Thompson's supplementary volume (1974), William S. Powell's North Carolina Fiction 1734–1957 (1958), John T. Frederick's essays in Palimpsest on Iowa fiction, and William Coyle's Ohio Authors and Their Books (1962) would be to give only a few of the many useful titles for students who are studying the literature of individual states. State literary collections are important sources for titles, authors, and biographical sketches. These were compiled in great numbers by poetry societies, poets, and others interested in the cultural life of their respective states.

A very large part of the bibliographic control in American literature is contained in author bibliographies. They appeared in periodicals, biographies, and as separate books. Most of the well-known authors and a great many of the minor writers have been covered by bibliographies that aim to be complete or very nearly so. Bibliographers such as Thomas F. Currier, Donald C. Gallup, William White, Dorothy R. Russo, and Matthew J. Bruccoli have been among the most diligent compilers of author bibliographies.

The fourth chapter reviews some of the major efforts to achieve bibliographic control for American belles-lettres and makes several suggestions for more and better bibliographies.

The essay is followed by three appendices, each one listing all the titles in the three principal chapters and adding many other titles which readers may find useful for study and research. The dissertation concludes with a bibliography giving the chief sources for the titles and a short list of secondary readings.

CHARACTERISTICS AND CONCEPTS OF AMERICAN INDIANS IN CHILDREN'S FICTIONAL LITERATURE PUBLISHED BETWEEN 1963 AND 1973 Order No. 7812259

BROWN, Richard William, Ed.D. Temple University, 1978. 144pp.

Statement of the Problem

It was the purpose of this study to analyze the characteristics and concepts of the American Indian as portrayed in children's fictional literature published between 1963 and 1973.

Procedures

Two coders and the investigator each read all of the children's books selected and analyzed them through the employment of the Katz and Braly List of Verbal Stereotypes and a modification of the Berelson and Salter Technique. The Katz and Braly List consists of eighty-four terms which are designed to determine the existence of stereotypes of ethnic groups and individuals. The two coders who assisted in this investigation 1) were experienced elementary school teachers, 2) were non-Indian, and 3) had utilized children's trade books in their classroom instruction.

The coders were provided orientation sessions to apprise them of their purpose and place in the study. Throughout the duration of the investigation, sessions were conducted for the purpose of exchanging books, responding to questions and listening to comments. The purpose for their assistance in the study was explained to the coders, but the purpose for the study was not explained.

Books used in the investigation were randomly selected. Twenty books were analyzed in this study.

Two units of analysis were employed. Major and minor characters in the books were treated in the first unit, consisting of two sections. The first section consists of the coding of seven characteristics of each character; the second section utilizes the Katz and Braly List of Verbal Stereotypes. The seven characteristics follow: a) role-in-the-story, b) physical traits, c) status position, d) social origin, e) personality traits, f) goals, g) plus-minus position. Coders were provided space on the first unit to indicate Katz and Braly stereotypes which they felt appropriately described the characters being analyzed.

Analysis of concepts in the stories was the major purpose of the second unit. Coders categorized concepts as being "implicit" or "explicit". The coders' descriptions were based upon the plot of the story. The statements of concepts found in the stories were documented when "explicit", but were not when "implicit".

Totals of responses were transferred to Master Tally Sheets which were used to provide a clearer picture of the results. From these sheets were designed more specific charts and from these charts a summary, findings, conclusions and recommendations were developed.

Conclusions

1) American Indians in children's literature published between 1963 and 1973 are generally depicted very positively and in a dignified fashion. Although stereotypes remain, the most predominant ones are complimentary in nature. 2) Authors and publishing companies since 1963 have provided the public with an abundance of excellent noteworthy children's fictional literature about American Indians.

IMAGES OF WOMEN IN THE LEISURE READING CHOICES OF YOUNG PEOPLE Order No. 7813548

HEARN, Pamela Hindman, Ph.D. Southern Illinois University at Carbondale, 1978. 133pp. Major Professors: Dr. Harry G. Miller and Dr. Jewell A Friend

In recent years the literature preferred by secondary and college students has become more realistic, and formerly taboo subjects such as death, insanity, out-of-wedlock pregnancy, abortion, and the drug culture are discussed openly and with candor. But how much change has there been in traditional sex role stereotyping? Are heroines still identified mainly through relationships with males? Do they think seriously about preparing for their futures? If they break society's rules, how are they punished? Are the heroes stereotypically defined in terms of physical strength and/or athletic ability? Are they expected, just because they are males, to be more serious students than females? What images of men and women do young

readers absorb from their literature, and how might the assumptions inherent in the literature influence the young readers' self-image and future aspirations? This study attempts to answer these and related questions, focusing on sex role stereotyping in general and on the images of women in particular.

The twenty-six books analyzed here were selected on the basis of seven recent studies (1973–77) of what young people are choosing for their leisure reading. In addition to these twenty-six books, which include Love Story, The Outsiders, The Catcher in the Rye, Slaughter-House Five, My Darling, My Hamburger, and One Flew Over the Cuckoo's Nest, many other selections are included in the discussion whenever they are relevant.

The selected books are approached thematically; chapter one deals with quests, chapter two with crises, chapter three with alienation, and chapter four with marriage.

Some of the impressions which emerge from this study are that male protagonists and narrators dominate the literature and that male characters enjoy greater freedom of mobility than do female characters; that female readers will find few models to follow in any kind of search for identity; that female crises tend to be limited to insanity, unwanted pregnancy, and abortion; that females are almost never portrayed as alienated individuals; that the novels dealing with young people who marry offer few new models for life style or sex roles; that generally, mothers are less sympathetically portrayed than fathers; and that though some popular authors such as Kurt Vonnegut, Jr. satirize sex stereotyping, others such as Ken Kesey present conflict in terms of a sexual battle between castrating women and men who must discover their strength in terms of sexuality.

This study concludes that classroom teachers should identify the books their students are actually reading, read them carefully, and then assign or recommend selections which challenge the standard stereotypical characters and situations.

ASSESSING CHILDREN'S READING INTERESTS: A METHODOLOGICAL STUDY OF THE RELIABILITY AND COMPARABILITY OF INSTRUMENTS WITH DIFFERING RESPONSE FORMATS Order No. 7813909

JOELS, Agnes Rose Webb, Ph.D. The University of Arizona, 1978. 123pp. Director: Wilbur S. Ames

The purpose of the study was to investigate four instruments used in assessing children's reading interests. The reliability, comparability, and time requirement of each instrument were examined.

Stimuli on the instruments were items selected from a common fictitious annotated titles inventory. The inventory consisted of six titles representing each of six interest categories. The instruments employed differing response formats of paired comparison, multiple rank order, single rank order, and scale.

Parallel forms of each instrument were developed. Combinations of parallel forms were administered and provided data relative to the parallel-form reliability, internal consistency, and time requirement of each of the four instruments. Combinations of differing response formats were administered and provided data relative to the comparability of the instruments.

Analysis of the data was based on the responses of 1200 fifth-grade students enrolled in six public school districts located in four southeastern states. Each of the parallel-form or alternate format combinations was administered to 120 students.

Findings

1. The estimates of parallel-form reliability and internal consistency were both highest for the scale response format and were both lowest for the single rank order. Differences were not, however, statistically significant. The levels of reliability were considered acceptable in assessing affective factors. 2. Data yielded by paired comparison, multiple rank order, and single rank order instruments are more comparable to each other than to data yielded by the scale response format. However, all response formats appeared to be measuring much of the same factor. The comparability data were not able to be tested for significance because certain stated assumptions could not be met. 3. Administration time for paired comparisons was longest while administration time for single rank order was shortest. All time differences were statistically significant with the exception of the comparison between multiple rank order and scale response formats.

Conclusions

In the assessment of children's reading interests/preferences, 1. There are several equally reliable response formats available. 2. Different response formats do not necessarily yield equally comparable results. 3. Different response formats vary in administration time.

Implications

The choice of a response format should be based on the research goals and theoretical and practical considerations. Data yielded by paired comparison, multiple rank order, and single rank order are ipsative and can only be used for intraindividual comparisons. Preferences are assessed by these formats, but genuine interest is not necessarily shown by the responses. Practical considerations limit the expansion of paired comparison and single rank order response formats to include a wider range of categories and/or number of titles.

Scale response format yields normative data and may be used for intraindividual and interindividual comparisons. The scale reveals an interest intensity not shown on the other instruments. For most students scale response format will adequately assess preferences and interests over a large number of stimuli. However, if students restrict responses to a narrow range on the scale, multiple rank order response format would be a more suitable alternative for determining reading preferences.

PHILIP LARKIN'S POETRY: AN ANALYSIS AND A CURRICULUM Order No. 7812159

KELLY, Philip Hogan, D.A. Carnegie-Mellon University, 1977. 207pp.

Although critics consistently acclaim Philip Larkin one of the best poets in England today, responses to his work range widely. The divergence of critical opinion may lead one to misperceive the personae that emerge in Larkin's work. My thesis is that each of the volumes of Larkin's poetry creates a distinct persona different from each of the other personae.

To characterize these personae, I regard each poem as a brief dramatic scene comprised of the speaker, an audience, and a stimulus. In using such an approach I was not concerned with the poet's personal self. Certainly there is potential for verifying the connection between the speaker and Larkin. Such points of connection have some value in biographical studies. But such was not my concern. Rather my concern was with characterizing the persona that emerges in each of Larkin's four volumes.

Each poem has a persona; I would suggest that each volume insofar as it is a structured composition also develops a persona. The persona is the cumulative effect of all the poems in a volume. Larkin's output consists of four volumes. In analyzing these four volumes, I regard the persona that develops in each as distinct from and independent of the other three. There are some threads of common traits that they all share, but rather than thinking of the Larkin persona as one speaker who simply shows us a different quarter profile in each volume, I regard each persona as different from the other.

In The North Ship (1945), the dominant impression of the persona that emerges through the poems is that of a generally unhappy person, one quite conscious of himself as a poet isolated from the world. On reading the volume one has the impression of watching a stereotypical poet at work. He draws attention to his role by relying on poeticisms. The reliance on a common stock of poetic expressions often results in the speaker addressing unpeopled landscapes and responding to nebulous stimuli. The Less Deceived (1955), however, presents a more specifically defined persona responding to concrete stimuli. The speaker here is more often than not a young, unmarried man, clearly and often painfully aware of the negative ramifications of his single state. Each poem has its own specific audience that often interacts with the speaker. The settings are the world around us; his talk is the language of man. He is a dynamic person consciously shaping his life through his choices. In The Whitsun Weddings (1964), the persona is usually other-oriented. He is past being concerned for the course his life will take, for that course is set. Freed from such internal concerns, he is able to step back from his individual traumas often enough to see the world outside, a world he feels is too often built on false hopes and deceptive illusions. High Windows (1974) creates a persona that has come to terms with the world around him. The world holds few illusions for him; in place of these illusions he sees profound importance in our seemingly petty activities. The speaker sees life and the separate activities as part of a pattern. The life patterns are at the heart of High Windows.

A significant part of the dissertation is a curriculum section that applies the concepts at the heart of the foregoing analysis (poetry as discourse, the integrity of a volume as a volume, and the individual identity of the emergent persona) to the teaching of an introductory course in the appreciation of poetry for college students.

A RATIONALE AND COURSE DESIGN FOR THE ENGLISH LITERATURE SURVEY: BEOWULF TO THE MID-EIGHTEENTH CENTURY Order No. 7816883

KUNKEL, Glenn Everett, D.A. The Catholic University of America, 1978. 143pp.

Throughout its history the Survey course has been regarded by some English departments as unteachable and by most others as only marginally successful. The most often stated primary objective, that of providing a basic literary understanding and appreciation, has been commonly frustrated by the lack of an organizing principle that would to a great extent specify and unify the literary selections and background materials in a manner that is distinctively literary and that accords with a sound pedagogy. The need has long existed in English departments for the apprehension of such a principle, one that would specify simultaneously the selection, organization and treatment of literary texts and historical, biographical and other background concerns essential to meaningful literary study so that the various elements of the course would run on integrated, not merely parallel tracks, mutually supporting and illuminating one another as they point toward realization of the major course objective. This study has found such an organizing principle in the concept of literary modes and genres. It demonstrates the strong support of both literary theory and critical practice enjoyed by the principle while treating of it theoretically, descriptively, evaluatively and historically in order to validate it as a basis for the curriculum and course design.

The Introduction and Chapter One identify and comparatively evaluate the four most commonly recognized approaches to the Survey: by Masterpieces, by Major Authors, by Literary Periods and by Modes and Genres, in terms of their objectives, means of organization and emphasis. Chapter One concludes that the best approach would be one that incorporates the most significantly literary features of the four approaches and best integrates the course materials as they point toward the primary objective. These preliminary sections suggest that the modal/generic approach is the most literary of the four, the one most capable of integrating the major concerns, and the one best suited to a study of the literature as a means toward literary understanding and appreciation, since it locates the major emphasis in form and formal analysis and thus provides a basis for a formal history of the literature, a generally recognized minor objective of the course. Chapter Two further validates the modal/generic approach through an historical and descriptive treatment of its use in this country from the 1890's through the 1960's. Chapter Three marshals strong support from influential critics for the method and specifies the organization of literary selections under three modes: the narrative, lyrical, and dramatic, each of which is to be organized and treated historically, in order to incorporate the advantages of the approach by literary periods. The chapter shows form to be the common referent that gives meaning, coherence and continuity to the course. It also suggests certain pedagogical advantages of the method in terms of a clear relation of means to ends. Chapter Four presents a model curriculum and course design based on the approach, with day-to-day discussions of selections and teaching methods. The chapter shows various ways in which the organizing principle incorporates desirable features of the three other approaches mentioned above and integrates the course materials in distinctively literary ways. The chapter further sets forth the pedagogical advantages that derive from the modal/generic method of organization and treatment of the course materials.

The study concludes that while each approach can claim certain advantages, the modal/generic approach appears to have significant advantages over the others in terms of its potential for integrating the course materials and for treating them in the most significantly literary manner.

A MODULE TO TRAIN TEACHER ASSISTANTS TO USE BLACK LITERATURE FOR CHILDREN Order No. 7813479

LANIER, Patricia Ray, Ed.D. Yeshiva University, 1978. 208pp.

The purpose of the study was to develop and test the effectiveness of a competency-based instructional module to train paraprofessional teacher assistants to use children's literature that incorporates the Black Experience. The researcher sought to determine whether the competency-based method would train teacher assistants as effectively as traditional methods.

The instructional module used in the study was developed by the investigator and critiqued by a six-member Advisory Panel prior to its use in the study. The module consisted of eight competencies stated in behavioral terms, suggested learning behaviors, knowledge criterion behaviors, pre- and post-competency assessment procedures and procedures to be followed in the case of non-attainment of criterion behaviors.

The study was conducted during the last six weeks of the Spring 1977 semester at a metropolitan community college. The 40 subjects, 20 in each group, were students enrolled in methods courses for teaching reading to primary and elementary school pupils. The sample was almost entirely American Black or English- or Spanish-speaking Caribbean and female: of the 40 students involved there were one White American and one male.

The three theoretical hypotheses stated that there would be no significant differences in performance and attainment between the experimental group (subjects using the competency-based instructional module) and the control group (subjects studying the same material in a lecture-discussion class) with regard to: 1) the mean scores for the combined and individual posttests; 2) the number of attempts to reach criterion on the combined and individual posttests; and 3) the achievement of criterion on the combined and individual knowledge criterion behaviors. Each theoretical hypothesis was tested by a series of operational hypotheses.

At the end of the six-week period the results obtained were analyzed and it was found that of the 21 operational hypotheses tested (7 for each theoretical hypothesis) nine were rejected (at the .05 level of confidence or better) indicating a significant difference in favor of the control group. Four of the operational hypotheses rejected tested theoretical hypothesis 1, five –theoretical hypothesis 2; all operational hypotheses which tested the third theoretical hypothesis failed to be rejected.

This study concluded that: 1) the experimental subjects were less able to master the content of the module than the control subjects; 2) the CBTE instructional setting was not conducive to efficient and productive work habits, and therefore minimal structures should be provided; 3) the modular design, in order to be effective, must take into account the capacity and experience of the students and the time available; and 4) the preassessment measures (the pretest) based only on knowledge of the competencies is inadequate.

It is recommended that additional research be conducted to determine: 1) the nature of the abilities, both cognitive and affective, that a student needs to use a competency-based instructional module successfully; 2) how such abilities can be acquired; 3) what, if any, teacher characteristics, attitudes and skills affect the successful use of the module, and how they can be acquired; 4) the variations, if any, found between different socioeconomic groups of teachers and students; 5) the efficacy of the CBTE method in developing practical teaching skills; 6) the relative value of using the modular approach over varying periods of time; and 7) whether the use of children's literature that reflects the Black Experience has a beneficial effect on the reading achievement and self-concept of Black children.

STORYTELLING AMONG SCHOOLCHILDREN: A FOLKLORISTIC INTERPRETATION Order No. 7816324

LEVITT, Andrew, Ph.D. University of Pennsylvania, 1978. 398pp. Supervisor: Barbara Kirshenblatt-Gimblett

This study is an interpretation of the meaning of storytelling as a social activity engaged in by children. It takes as its tasks to identify evaluative keyings in storytelling as explicit and implicit instructions given for interpretation of what is happening, to distinguish the interpretive frames generated for storytelling, and to analyze the nature of social integration during storytelling sessions in which children tell stories to each other. The data for analysis are drawn from fieldwork carried out among children in grades four through six in one elementary school in New Haven. During one- and two-hour sessions in the classroom, the children were asked by the researcher, who was not their teacher, to tell stories to each other. The series of stories and conversations that ensued were recorded. The interpretation of these materials combines stylistic and interaction analysis. In interpretation of the storytelling, three sets of dramaturgic relationships are distinguished: (1) relationships between animators and figures animated, (2) relationships between speakers and listeners, and (3) relationships between in-group and out-group. The relationships between animators and figures animated are considered in terms of types of identification: (1) identity, in which the animators relate to the figures as representations of themselves, (2) fantasy, in which the animators relate to fictive figures as their possessions, (3) justification, in which the animators relate ambivalently to the figures and attempt to rationalize or dispossess them, (4) embodiment, in which the animators relate to the figures by speaking for them, (5) role identification, in which the animators relate to fictive figures as their own personae. The relationships between speakers and listeners are considered in terms of types of presentational frames: (1) topic sharing, in which storytelling corroborates or verifies a topic of general interest, (2) twice-told tales, in which an ambiguity is sustained in the frame as oscillation between performance and report, (3) jokes and scares, in which storytelling emphasizes the development of suspense and anticipation and concentrates on delivering the final result of laughter or surprise, (4) contest, in which storytelling is turned into a game to see who can tell the longest story, (5) theatrical performance, in which storytellers endeavor to evoke response not limited to suspense and anticipation of the end result of laughter or surprise or equivocated by an effort to repeat precisely something that has been told before. The relationships between in-group and out-group are considered in terms of types of social integration: (1) collusion, in which integration is based on mutual encouragement and a sense of protection from outside intrusion, (2) exoteric stereotyping, in which integration is based on irreverence and mockery of those outside the group. These three sets of relationships are concluded to embody three principles of generic determination for the establishment of focus of involvement or commitment, distribution of participation or responsibility, and attribution of authority or right in the interaction. Considered with regard to the principles for the generic distinction of storytelling acts in interaction, performance is understood both as a fulfillment of those genres defined by the assumption of responsibility to the audience and as potentiality for the introduction of novelty into interaction.

TWENTIETH CENTURY AMERICAN PAINTING COORDINATED WITH THE STUDY OF POETRY AND DRAMA: AN INNOVATIVE CURRICULUM FOR THE SECONDARY SCHOOL LEVEL Order No. 7814999

MUTCHLER, Bessie Ione, Ph.D. University of Maryland, 1977. 346pp. Supervisor: Dr. Edward L. Longley

A primary concern, in this empirical study, is the need for familiarizing high school students with contributions in the arts made by Americans. The vehicle chosen for that purpose is an organized curriculum package on American art that coordinates the study of painting, poetry, and drama. The curriculum material, arranged in eight units with thematic titles, concentrates on the work of individual artists, poets, and playwrights for each decade of the twentieth century.

It is the assumption of this study that the development of an awareness of American art coordinated with American poetry and drama is a viable objective for secondary education. American art heritage has received little emphasis in secondary education, due partly to the lack of appropriate text material designed for the secondary reading and comprehension level. To provide a broad base of potential use in secondary education, the text was written for the ninth grade reading level. Lengths of sentences and the number of multi-syllabic words were limited to conform to reading skills of the entering high school freshman.

The curriculum is arranged chronologically. Each of the eight units contains background information on two artists with poetry and drama supplements. The excerpts illustrate the relationship between art and literature. Within the content of each thematic unit of the curriculum package, two painters, a poet and a playwright present individualistic approaches to communicating ideas, attitudes, and visions. The thematic categories focus attention on the similarities and differences between the visual and verbal means of expression.

This empirical study has a two-fold purpose; the first, to investigate and substantiate the need for art history curriculum material designed for the secondary school reading level; the second, to provide an innovative curriculum package on twentieth century American painting coordinated with the study of poetry and drama. To facilitate developing a curriculum package that contributes to existing high school text material, several field surveys were conducted. Investigation indicated a dearth of text material on art heritage designed for use in secondary education.

Interdisciplinary application of the text units was a primary consideration in designing the curriculum segment of this dissertation. The units can be utilized in American literature courses and social studies offerings in American history and government classes as well as humanities, art history, and studio art courses. There is potential use for the text units in all secondary education courses where an American contribution to the arts is applicable to the study program.

The greatest difficulty in developing the curriculum involved coordinating excerpts from literature with both the theme and decade of each unit. It is recommended that either a thematic or chronological approach be used. Combining art with poetry and drama provides the opportunity for secondary students to become aware of the relationship between these artistic expressions. Utilizing more than three art forms is not recommended. Three elements allow for comparison and contrast without confusion.

While researching American contributions to the arts, it became apparent that a wealth of material for potential curriculum development exists in the area of American cultural heritage. Additional curriculum development in the arts designed for secondary education is essential if high school students are to be knowledgeable about, and aesthetically aware of, their cultural heritage.

A WORKING MODEL FOR A COURSE IN APPALACHIAN LITERATURE FOR STUDENTS IN HIGH SCHOOL OR THE FIRST TWO YEARS OF COLLEGE Order No. 7814879

PLUMLEY, William Crawford, Ph.D. Union Graduate School, 1977. 518pp.

The unwavering point and the consistent development of thesis throughout this study is that the priorities of formal education, like the priorities of living, belong to the people who are affected by the processes. There is ample research to prove the effectiveness of affective learning, but there is even more evidence of the common sense of it. All minority cultures in American education are relegated to peripheral study in curricula if examined at all, in favor of what Frederick Jackson Turner calls "New England Writ Large" values. Typically, minor cultures are treated as "undercultures" and by process of definition are rendered inferior.

When educational process does not reflect life and when it idealizes someone else's values and priorities (which often are themselves myths), the result is estrangement from the roots of one's own existence, including language and values. The point of this dissertation is, therefore, to provide a model by which one cultural group, the Southern Appalachians, may use formal education in order to find greater harmony for existence in their own culture.

The dissertation is divided into five chapters: (1) a personal pedagogy, and a condensation of a learning model developed by Billy Best at the University of Massachusetts; (2) an extensive examination of the historical, anthropological and sociological arguments about the culture; (3) an assembling of primary material (discursive as well as imaginative) as a basal text in Appalachian literature; (4) an argument on the administrative soundness of ethnic studies; (5) a series of transcripts for eleven synchronized sound/slide units by which basic concepts in Appalachian culture may be learned; and an appendix, containing the summary of the researcher's own learning experience during the process of researching and writing the dissertation.

Chapter I is divided into three parts, including a narrative on the researcher's own alienation from his roots as a result of formal education, and a condensation of the affective learning model for an Appalachian curriculum, developed by Bill Best. These two sections set the direction for the rest of the research and development. A third section provides an outline for a course of study in Appalachian literature.

Chapter II is divided into two parts, including a section on scholarly arguments regarding Appalachian ethnicity and one on how the ethnicity is identified in the imaginative literature from the region. The second section also includes the identification of some early writings from the eighteenth century.

Chapter III is the assembling of materials, including poetry, fiction, prose essay, and folk history that cover two hundred years of writing. Only the period introductions written by this researcher are included in this manuscript because of copyright laws. The Chapter, however, has been published as a book, called Things Appalachian, and is available from the West Virginia Department of Education.

Chapter IV is an argument on the administrative soundness of an Appalachian curriculum. It is directed at public school administrators, who ultimately maintain the power for curricular changes.

Chapter V is a series of transcripts of eleven synchronized sound/slide units that provide concepts in Appalachian culture. Because of the limitation of University Microfilms only the transcripts are provided, although portions of the units are on file at Union Graduate School.

The Appendix contains a running summary of the researcher's various reactions to the formal structures of the doctoral process. This account is included because of the emphasis upon affective learning throughout the dissertation. It was appropriate, therefore, to include the writer's own affective process as the culmination of the experience.

CHILDREN'S RESPONSE TO METAPHOR IN POETRY Order No. 7813447

REDMOND, Sister Ann, Ph.D. University of Minnesota, 1978. 152pp.

This study attempted to discover if there were differences in the understanding of poetry, differences in open-ended responses to poetry and differences in attitude toward poetry of students who were taught poetry compared with students who were not taught poetry.

The subjects for the research were sixth grade students from two classes in a Catholic elementary school in St. Paul, Minnesota. Students were randomly assigned to the experimental group and the control group with eighteen students in each group.

The evaluation of students' understanding of poetry was assessed by the administration of a published instrument, "A Look at Literature." To assess the response of students to poetry ten poems were read to them, and after each poem students were asked to respond to the question, "What are you thinking?" Four experienced language arts teachers, in addition to the investigator evaluated students' responses to the poems and categorized them according to type. Students' responses to each poem were divided into T-units by the investigator. Categories used were Irrelevant, Translation, Extension and Awareness. Because few Awareness type responses were found this category was excluded from the analysis of the data. To assess the general attitudes of students toward poetry an instrument consisting of five questions concerning a liking or disliking for poetry was administered to students in both groups. To determine reactions of students to specific poems, five poems were read to the students who were asked to respond to several questions after the reading of each of the poems.

There were no differences in understanding of poetry by subjects in the experimental group compared with subjects in the control group as measured by an objective instrument, "A Look at Literature." The method of eliciting students' responses to each of the ten poems read to them gave evidence of differences between subjects in the experimental group compared with subjects in the control group. A correlation study of the interrelationship among raters revealed that they were neither in agreement in their evaluation of student responses nor in their categorization of responses. The scoring of each rater was then examined individually because of the inconsistencies among raters. A correlation study of the four response variables: Whole, Total, Translation, and Extension was done to determine if four different aspects of response to poetry were actually being tested. The findings gave sufficient evidence to conclude that different aspects of response to poetry were being assessed. The ten poems were ranked according to total number of responses made by students to determine if there were specific poems to which students responded more than to others.

Summation of the findings suggests that the teaching of poetry to sixth grade students does influence their ability to respond to poetry read to them. The subjects who had studied poetry did not develop negative attitudes toward poetry because of their study.

The lack of agreement among the raters of the students' responses may reflect the lack of experience that many teachers have with poetry along with the indefinite position literature occupies in the elementary school curriculum. Teachers need greater understanding of poetry and its special use of language such as various forms of metaphor. Assistance in clarifying goals in the teaching of a total literature program is necessary.

A DETERMINATION OF SELECTED PRIMARY PUPILS' BOOK HANDLING SKILLS AND ABILITY TO TELL A SEQUENTIAL STORY USING PICTURES IN STORYBOOK FORM Order No. 7814960

ROY, Peggy Anderson, Ph.D. University of Georgia, 1978. 175pp. Supervisor: Ira E. Aaron

One hundred forty-one kindergarten, first and second grade children's book handling skills were examined to determine how these skills related to their storytelling ability and knowledge of book format separately and in combination. All relationships from these combinations were found to be positively correlated to a small degree. Storytelling ability and knowledge of book format were highly related. The relationships of the predictors of age, sex, socioeconomic level, and intelligence with storytelling ability, knowledge of book format, and book handling skills were also examined. Only age and intelligence were found to be significant predictors with one exception. Socioeconomic level was a contributing factor in storytelling ability.

Storytelling ability in storybook form was compared with storytelling ability in a foldout book exposing all pictures. No significant difference was found in children's storytelling ability.

A STUDY TO INVESTIGATE POSSIBLE SUPERIOR LONG-LASTING EFFECTS OF THE INITIAL TEACHING ALPHABET AS THE INITIAL ENTRY APPROACH TO READING INSTRUCTION Order No. 7814635

SCHOOLFIELD, Walter Roy, Ph.D. Saint Louis University, 1977. 94pp.

The review of research in the field of reading indicated that there were substantial discrepancies related to (1) an acceptable, or global, definition of reading, (2) the limitations of evaluative models to measure reading success from a long-range perspective, and (3) the need to evaluate reading from a base which would portray long-lasting deficiencies in instruction, rather than short-term successes in instruction.

The design for this study was based upon the above findings with specific emphasis upon the development of an appropriate evaluative model to measure long-lasting effects in reading rather than skills related to sounds, comprehension, and word recognition. The Reading Effects Model, as designed for this purpose, pursued this need through an investigation of specific variables which were selected based on possible significance for reading success at the more mature stages of instruction. These variables--rate of reading, interest for reading, sound discrimination, word recognition, and auditory attending--were utilized based upon the claims of proponents for the Initial Teaching Alphabet (i.t.a.) who specified superior long-lasting effects in these skills for children taught through i.t.a. instruction.

A comparative population was selected from children who received their initial reading instruction in either i.t.a. or Traditional Orthography (T.O.) with equating of the two groups based on social, economic, and achievement factors as related to Title I eligibility. A random sample was taken from each group for each set of measures. In these sets of equal Ns, there were 110 subjects drawn from the first grade population consisting of 286 students, a sample of 110 subjects drawn from a second grade population of 308 students, and 90 subjects drawn from a fourth grade population of 374 students. The null hypotheses for the study proposed that there would be no significant difference between the two groups in each set of measures; whereas, the research hypotheses predicted a finding of significance for each set in favor of the i.t.a. group. The data were collected under controlled conditions and analyzed through the utilization of a t-test for intergroup comparison.

The findings indicated that the hypotheses were confirmed in all sets except word recognition, reading interest, and reading rate. One conclusion from these results was that i.t.a. taught children had some measurable advantages at the primary level but that these advantages were not significant at the fourth grade level. Another conclusion, based upon possible significance for variables related to reading rate and reading interest at a more mature stage of reading instruction, was that evaluative models should be developed which would expand the number of variables selected for study. Based upon the latter conclusion, it was recommended that this expansion should include variables, drawn from the Buzman Model, such as interest, amount, concentration, impact, reading style, selection, analyses, surroundings, physical and mental fatigue and recall. A third conclusion indicated that there was a need to make an investigation as to what was actually being taught to children in the initial stages of reading instruction.

In summary, based upon the conclusions drawn from the study, it was recommended that (1) there should be more research devoted to the clarification of success in reading at the initial stages of instruction and success at the more mature stages, (2) more research should be devoted to the critical components of each approach to reading from a long-lasting perspective, (3) more attention should be directed toward the adequacies and inadequacies of all initial entry approaches to reading, (4) additional research should be conducted regarding the loss of reading advantages for i.t.a. taught children after the third grade, (5) further research should be conducted regarding a possible relationship between selected variables at the initial stage of reading instruction and success, or failure, at a more mature stage of instruction, and (6) there should be less research comparing one method or medium to another with more research emphasis being devoted to a definition of reading and the components of a reading program which would insure success, however measured, at the more mature stages of instruction.

A STUDY OF FIFTH GRADER'S VERBAL RESPONSES TO SELECTED ILLUSTRATIONS IN CHILDREN'S BOOKS BEFORE AND AFTER A GUIDED STUDY OF THREE STYLES OF ART USED TO ILLUSTRATE FAIRY TALES Order No. 7810115

STOREY, Denise Carol, Ph.D. Michigan State University, 1977. 477pp.

This five week experimental study was designed to measure fifth grader's verbal responses to selected illustrations in picture books before and after a guided study of three styles of art used to illustrate fairy tales. The purposes of this study were to develop an instrument measuring children's verbal responses to illustrations in children's books and to ascertain whether style study would influence children's usage of stylistic, emotional, and evaluative terms when discussing representational, expressionistic, and cartoon styles of art.

Sixty fifth graders were randomly selected from six elementary schools in three school districts in Western Michigan and randomly assigned to one of three treatment or one of three control groups. Children were pre-tested during the first week of the study and post-tested during the fifth week. During the individual interview sessions children responded to general and specific questions regarding three picture pairs from each of two fairy tales that were illustrated in the target styles of art. The testing instrument used in this study was designed by this investigator to measure children's Verbal Expression Content

Scores when responding orally to the target styles of art. Inter-rater reliability for the instrument was .976 and inter-rater reliability ranged from .790 to .995 for the eight subsections of the instrument.

For three consecutive weeks this investigator met with the treatment groups for one two-hour style study session where the children discussed and evaluated ten picture books which were illustrated in the target styles of art. The children also drew in the style of art under study during each session.

The major findings that emerged from the study were as follows: Group instruction did influence children's responses to art. Significant differences between groups at the .01 level with a t-value of 9.84 were noted; the treatment group responded with a higher amount of Total Verbal Expression Content Gain Scores. The control group had a loss of points between testing while the treatment group did not. Significant differences with a t-value of 1.962 at the .01 level were found between girls and boys in the treatment group with the boys responding with a higher amount of gain scores.

Significant differences at the .01 level with a t-value of 17.431 were found between groups when responding to art styles using stylistic terms with the treatment group responding with higher gain scores. At the .05 level with a t-value of .673 there were no significant differences in the emotional characteristics used when responding to art styles for the two groups. Both groups suffered loss in points when discussing art styles in evaluative terms. The control group had a lower negative gain score and the differences between groups were noted at the .01 level with a t-value of 8. At the .01 level, the differences between groups in the amount of stylistic terms used to describe art styles were not found to be significant with χ^2 values of 1.849, 2.415, and 0.758 for representational, cartoon, and expressionistic styles, respectively.

Significant differences at the .01 level with χ^2 values of 14.773 and 22.133 were noted with both groups rejection expressionistic style of art over cartoon and representational styles, respectively. Significant differences at the .01 level with χ^2 values of 56.00 and 49.33 were noted with both groups preferring representational style of art over cartoon and expressionistic styles, respectively.

When describing illustrations the children had a tendency to give titles to pictures rather than offer style names and to discuss objects and subjects rather than stylistic characteristics. The verbal responses of the treatment group increased in length but not in the level of sophistication.

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